

MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

<http://mentaljournal-jspu.uz/index.php/mesmj/index>



CHALLENGES THAT STUDENTS FACE WHEN WORKING WITH THEORETICAL MATERIAL DUE TO UNFORMED CRITICAL THINKING AND THE PREDOMINANCE OF CLIP THINKING

Aziza Akparjonovna Diyarova
Samarkand State Institute of Foreign Languages
Samarkand, Uzbekistan
E-mail: diyarova@samdchi.uz

ABOUT ARTICLE

Key words: critical thinking, analysis, digitalisation, clip thinking, mosaic culture, pedagogical technique, personality qualities, challenge, realisation of meaning, reflection.

Received: 15.02.24

Accepted: 17.02.24

Published: 19.02.24

Abstract: The article deals with the problems in formation of professional competencies, critical thinking in particular and examines the challenges encountered by students when working with theoretical material. The article presents a pedagogical technique for the development of critical thinking as a possible way to overcome the problems of unformed critical thinking and the predominance of clip thinking among students. The article discusses three stages of the technique and its advantages for teaching students. The strategies discussed include providing practical examples, promoting active learning, breaking down complex information, and encouraging application of theoretical knowledge in real-world scenarios.

INTRODUCTION

The formation of critical thinking in the age of technological development is one of the most difficult and urgent tasks in modern education. Our fast-paced world requires the ability to process vast amount of information; the ability to transfer knowledge from different areas of human activity and science to a specific situation. Today it is becoming obvious that in order to be socially adapted and successful, young people must be able to interpret events critically and make thoughtful decisions based on the analysis of relevant information. A person who is able to think critically is difficult to manipulate; comparing information obtained from various sources, s/he forms a picture of the world based on their own system of views. So, a university graduate should not just be a "knowledgeable" student, but also "capable" and "thoughtful" student. Consequently, the instructors face the task of

not only forming and developing student's personality, capable of achieving the necessary level of communicative competence, but also teaching thinking skills and cognitive search processes.

Literature Review

In modern conditions, information comes to us in huge quantities through all channels (auditory, visual). Throughout the day we are surrounded by events, facts, music, incidents, homework assignments, which we receive using all kinds of digital technologies [6]. But the whole problem is that this information is received in a ready-made form. It does not need to be processed, considered, analysed. With a click/swipe of a finger, we can get everything we want. Instead of reading and analysing the text on their own, using only their knowledge and competencies, students can access ready-made text analyses by accessing the Internet. There is no need for students to work and create something of their own. They can take ready-made material and pass it off as theirs. Thus, modern students are unable to work independently, the level of formation of their critical thinking is extremely low. Students lose the ability to comprehend and understand information in depth, through comparisons, reasoning and summarising.

The difficulty in teaching is occurs due to the prevailing clip thinking among students. The habit of receiving information here and now in the form of disparate facts ready for use does not make it possible to build logical chains. Everything looks like mosaic, where one fact is not connected with the previous and subsequent. Students do not read additional literature, limiting themselves to lecture notes and short presentations by instructors. At most, they "Google" the topic they are interested in, trying to find out the details. Only a small part of the students is able to search for information competently and handle it correctly.

A number of researchers believe that clip thinking is a natural phenomenon and is not something unnatural. The word "clip" comes from the English clip – clipping, fragmenting, slicing, that is, pieces of something whole, possibly connected or scattered, but at the same time carrying a certain meaning and information.

For the first time, the phenomenon of “clip culture” and the associated clip thinking is explored by E. Toffler. In his opinion, the main characteristics of this phenomenon are short modular flashes of information, advertising cut-off news unrelated to each other that does not fit into our previous mental cells (Toffler, 1980). According to E. Toffler, the concept of "clip thinking" characterises a person's ability to perceive the surrounding reality in the form of short and vivid images, combining them into one video clip. In other words, seeing the world is fragmentary, mosaic [7].

In 2010, culturologist K. Frumkin identified the following prerequisites for the formation of fragmentary thinking in the younger generation [2]:

- the mass nature of information coming from outside;
- the need to update the information coming at a great speed;

- diversity of data;
- the need to perform many actions at the same time;
- the growth of opportunities for communication in society.

All these lead to a lack of a holistic perception of the information received and absorbed by an individual. The overwhelming majority of researchers agree that clip thinking is an absolutely new form of consciousness of homo sapiens. Its appearance is due to the rapid pace of development of science and technology.

S. Kara-Murza notes that the more pressure a mosaic culture exerts on a person, the less logic plays a role and the more susceptible consciousness is to manipulation [4].

Thus, under the circumstances, we see several difficulties that constitute the features of teaching theoretical material to students. Namely:

- lack of critical thinking among students;
- the predominance of clip thinking among students.

In order to develop and improve critical thinking, it is necessary to create and use special tools. Psychologist D. Halpern believes that critical thinking is based on psychologically important personality qualities [3].

Students develop a number of qualities, among which D. Halpern highlights:

1. *Readiness for planning.* Thoughts often arise chaotically. It is important to arrange them, to build a sequence of presentation. Orderliness of thought is a sign of confidence.

2. *Flexibility.* If a student is not ready to accept the ideas of others, he will never be able to become a generator of his own ideas and thoughts. Flexibility allows you to wait for a judgment until the student has a variety of information.

3. *Perseverance.* Often, when faced with a difficult task, we postpone its solution for later. By developing perseverance in straining the mind, the student will surely achieve much better results in learning.

4. *Willingness to correct one's mistakes.* A critically thinking person will not justify his/her wrong decisions, but will draw conclusions, use the mistake for continuous learning.

5. *Awareness.* This is a very important quality, which implies the ability to observe oneself in the process of mental activity, to track the course of reasoning.

6. *Search for alternative solutions.* It is important that the decisions made are perceived by other people, otherwise they will remain at the level of statements.

Critical thinking technique gives the student:

- improving the efficiency in perception of the information;
- increasing interest both in studying of the material and in learning process itself;
- ability to think critically;

- the ability to take responsibility for their own education;
- ability to work in collaboration with others;
- improving the quality of students' education;
- the desire and ability to become a person who studies throughout his life.

Critical thinking technique gives the instructor:

- the ability to create an atmosphere of openness and responsible cooperation in the classroom;
- the ability to use a learning model and a system of effective techniques that contribute to the development of critical thinking and independence in the learning process;
- become practitioners who know how to analyse their activities;
- become a source of valuable professional information for other instructors.

Critical thinking technique presupposes equal partnerships, both in terms of communication and in terms of constructing knowledge that occurs in the learning process. Working in the mode of critical thinking, the instructor ceases to be the main source of information, and using the techniques turns learning into a collaborative and interesting search.

It is important to note that when developing critical thinking, mastering new knowledge does not begin with traditional ways of solving a certain task or problem, but by creating conditions that form the need to get a solution to this particular problem. Answering personally significant questions that arise on the way to achieve the goal, a person can learn new material faster and deeper [1].

There are three stages in the structure of critical thinking development technique:

- I. The stage of challenge (awakening of the existing knowledge and interest to receive new information)
- II. The stage of realisation of meaning (comprehending the content).
- III. The stage of reflection (comprehension, the birth of new knowledge).

Each stage of this technique performs certain functions that contribute to the formation of psychologically important qualities of the student's personality, which ultimately contributes to the development of critical thinking.

Among them, the following functions can be distinguished:

- informational (acquisition of new knowledge or challenge of existing one's knowledge on a particular topic);
- communication (conflict-free exchange of information and opinions; the ability to conduct a conflict-free discussion);
- motivational (motivation to work; motivation to further expand the information field);
- evaluative (correlation of new information and existing knowledge with newly acquired ones; development of one's own position; evaluation of the process, that is, analysis, synthesis and evaluation, which is a direct process of critical thinking).

METHODS AND DISCUSSIONS

The advantages of this technique are that it provides greater freedom for the student in the learning process itself, as the student himself becomes an active participant in this process; it forces students to think and make decisions based on a balanced position, as well as actualises their own experience.

Stage I. Challenge:

- updating of the existing knowledge;
- arousing interest in obtaining new information;
- setting the student's own learning goals.

The key factor of effective learning is the motivation of students to master the material, for which they need to be aware of the purpose of learning. First of all, students are asked to remember what they can already say about the topic being studied, as this helps them formulate their own goals. It is also necessary to pay attention to the fact that each student participates and offers his own options. At the same time, students should understand that they cannot criticise another view, each opinion is important for further work and should be considered. After that, students are invited to systematise all the information obtained during the discussion. At this stage, it is preferable to use group work, since it will allow you to develop new, often unexpected ideas that could motivate your learners to study the material. The methods of conducting the challenge stage can be cluster compilation, closed and open questions, brainstorming.

Possible techniques and methods for compiling a list of “known information”: a story-assumption, by keywords; systematisation of the material (graphic):

clusters, tables; true and false statements; confused logical chains; brainstorming; problematic issues, "closed" and "open" questions, etc.

The information received at the challenging stage is listened to, recorded, discussed. The work is carried out individually, in pairs or groups.

Stage II. Realisation of meaning:

- obtaining new information;
- adjustment of the learning goals by the student.

The objective of the instructor is aimed at maintaining interest in the topic while working directly with new information, gradually moving from the knowledge of the "old" to the "new". The main task of the instructor is to select such material that would be interesting to students, as well as contain controversial points that would provoke further discussion and the formulation of new questions. The instructor needs to present new information in an accessible way, carefully work out the material with the students, give them enough time for a thoughtful analysis of the text.

The objective of the students is aimed at reading (listening to) the text, using the active reading methods proposed by the instructor.

At the stage of realisation of meaning, direct contact is made with new information (text, film, lectures, paragraph material). The work is carried out individually or in pairs. There should be two elements in group work – individual search and exchange of ideas, where personal search precedes the exchange of opinions.

Stage III. Reflection:

- reflection, the birth of new knowledge;
- setting new learning goals by the student.

The instructor should: return students to the original notes-assumptions; make changes; give creative, research or practical tasks based on the information studied. During the reflection stage, the instructor suggests returning to the assumptions put forward at the challenge stage and comparing them with the information received. This stage can be conducted orally or in writing. At the same time, the oral form can be carried out in the form of a dialogue between students, a return to key terms or a round table. The written form, in turn, is carried out in the form of drawing up tables, writing creative works, and questionnaires.

Students correlate the “new” information with the “old”, using the knowledge gained at the stage of realisation of meaning (comprehending the content).

Possible techniques and methods: Filling in clusters, tables; Establishing cause-and-effect relationships between blocks of information; Returning to keywords, correct and incorrect statements; Answers to questions; Organization of oral and written round tables; Organization of various types of discussions; Writing creative works; Cinquain; Research on individual issues of the topic, etc.

At the stage of reflection, analysis, creative processing, interpretation of the studied information is carried out. The work is carried out individually, in pairs or in groups.

Individual work will allow each student to be involved in the discussion and learning process, which contributes to the actualization of their knowledge and experience. Group work will allow the individual to listen to other opinions, to present his/her point of view to everyone without the risk of error. An exchange of views can contribute to the development of new ideas that may be unexpected and productive. Working in small groups will help to remove the fear of some students and feel more comfortable, as well as teach them to think independently. At this stage, the role of the instructor is to stimulate the work of each student, to force them to give a logical justification for their assumptions.

At the stage of reflection, the information that was new becomes appropriated, being transformed into one's own knowledge. It is necessary to encourage students to express new ideas and information in their own words, so that they independently build causal relationships about what

they read. At this stage, the final processing of all information about the text takes place, that is, its generalisation, which is the highest stage of critical thinking. This sequence of work with the text allows students to form critical thinking.

CONCLUSION

Working with theoretical material presents unique challenges for students. By implementing appropriate strategies, educators can address these challenges and enable students to overcome them successfully. Active engagement, contextual understanding, manageable content organization, and practical application are fundamental aspects that will empower students to effectively navigate and comprehend theoretical material. Educators and institutions play a crucial role in equipping students with the necessary tools to master theoretical concepts and excel in their academic journey.

REFERENCES:

[1]. Diyarova, A. (2022) 'Formation of "higher order" thinking skills in foreign language classes among students of linguistic universities', *The world of spiritual culture of mankind: language, literature, art proceedings of international scientific-practical conference*, p 437.

[2]. Frumkin, K.G. (2010) Clip thinking and the fate of a linear text. *Topos: literary-philosophical journal*. No 9. <http://www.topos.ru/article/7371>.

[3]. Halpern, Diane F. Thought and knowledge: an introduction to critical thinking / Diane F. Halpern, Claremont McKenna College. —5 Edition. BF441.H25 2013 153—dc23 2013014029

[4]. Kara-Murza, S.G. (2004). Manipuljacija soznaniem [Manipulation of consciousness]. Moscow, Eksmo Publ. (In Russ.)

[5]. Kraynov, A. L., & Shalaeva, N. V. (2020). Influence of Clip Thinking on The Cognitive Abilities of Students. In D. K. Bataev (Ed.), *Social and Cultural Transformations in the Context of Modern Globalism» Dedicated to the 80th Anniversary of Turkayev Hassan Vakhitovich*, vol 92. European Proceedings of Social and Behavioural Sciences (pp. 2023-2030). European Publisher. <https://doi.org/10.15405/epsbs.2020.10.05.266>

[6]. McLuhan, M. (2005). *The Gutenberg Galaxy: The Making of Typographic Man*. Akademich. Proekt.

[7]. Toffler, A. (1980). *The Third Wave*. William Morrow and Company Inc.